



**UWS**

**EDUCATE THE FUTURE  
CHANGE THE FUTURE**

**CCC Bi- Monthly Membership Meeting  
Introduction to UWS**

# Contents

- 1) Overview of UWS Cambodia
- 2) UWS Approach
- 3) UKAM R5 Project
- 4) School Transition Project



**Vision:**

Zero Education Poverty: A world where every child can reach their full potential through education.

**Mission:**

To empower every child in marginalized rural communities to reach their full potential by ensuring foundational learning.



# Overview of UWS Cambodia

**SINCE 2008**  
**UWS CAMBODIA HAS...**



Enrolled **33,207** children into primary education



Established **136** schools in remote communities that had no previous access to education



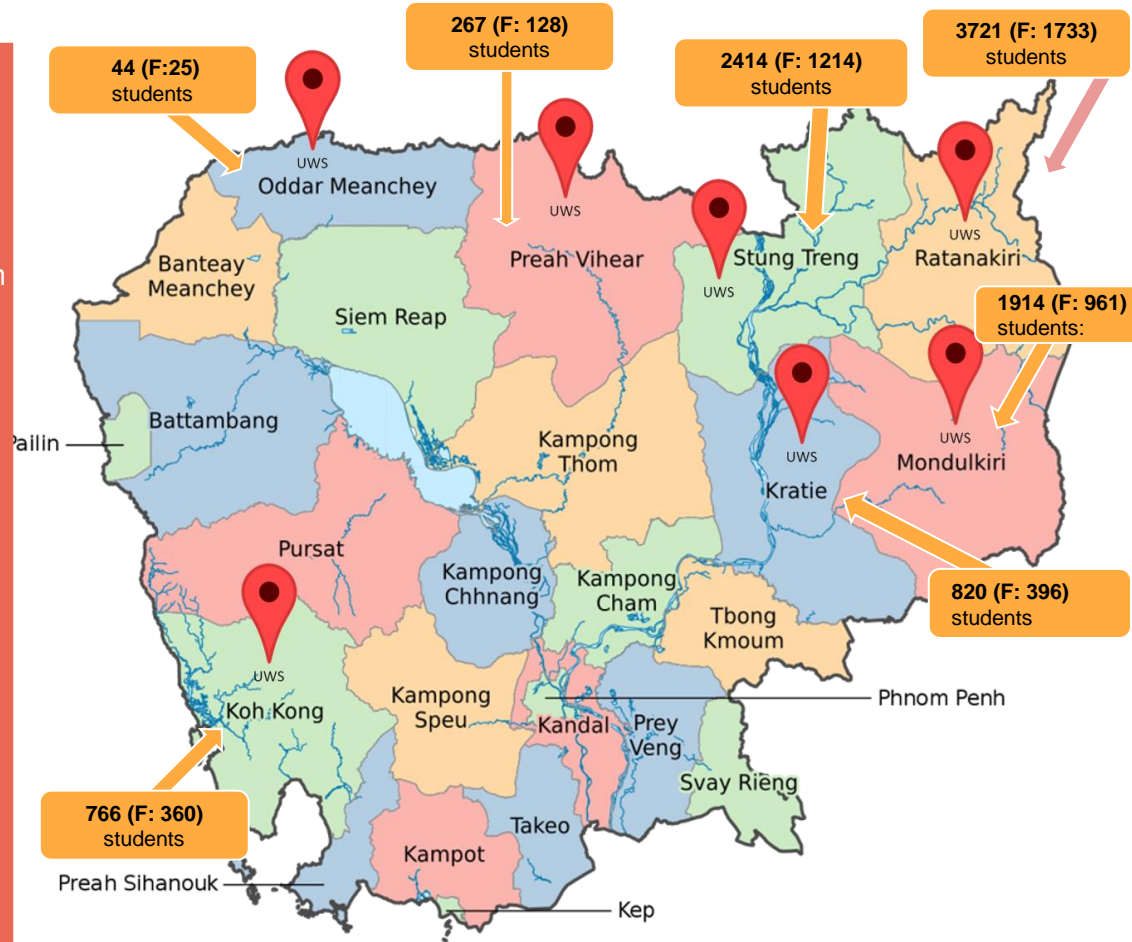
Trained **700+** local teachers to provide child-friendly teaching and lessons aligned to the national curriculum



Transitioned **40 UWS schools** to operate independently under local ownership in their respective national education system



Working locations in **7 provinces, 23 districts** with a team of 30+ staff and 100 local teachers.



# OUR APPROACH

**UWS' multi-dimensional model for education delivery in rural regions focuses on five 'pillars' -**



## **1- ACCESS (SDG 4)**

We collaborate with communities to provide safe and sustainable education facilities, to employ teachers, and to equip classrooms, increasing equitable access to free primary and pre-primary education.



## **2 - QUALITY (SDG 4)**

A school is only as good as its teaching. Delivered via regional workshops and school-based sessions, our training and support programme is designed to give locally-recruited teachers the tools they need to deliver a positive, child-centred learning experience.



## **3- INCLUSION (SDG 4, 5, 6)**

Many of the children we work with face multiple layers of exclusion due to gender, disability, poverty, ethnicity, religion, and language. We focus on embedding inclusive practice across our programmes, with a particular focus on removing barriers for girls to attend school.

# OUR APPROACH



## 4- SYSTEM STRENGTHENING (SDG 4)

Every UWS project starts with the end in mind – establishing partnerships with community leaders and education ministries from the outset to facilitate the gradual transition of each school to local ownership. Our schools follow a phased pathway to transition into the national education system, typically over a five to seven year period.



## 5- SUSTAINABLE COMMUNITIES (SDG 4, 5, 6, 8)

Our locally-driven model allows for a holistic approach to education in line with community needs. Whether improving wellbeing through WASH facilities and training, creating local employment opportunities, or supporting ongoing education pathways, we adapt our approach to each context to improve community-wide outcomes.

## UWS Programmes Strategy 2030 – Vision, Mission, Goals, Objectives

<b>Vision</b>	Zero Education Poverty: a world where every child can reach their full potential through education.		
<b>Mission</b>	To empower every child in marginalised rural communities to reach their full potential by ensuring foundational learning.		
<b>Goals</b>	<p><b>Quality Education:</b> Empower every child to achieve foundational literacy and numeracy skills in safe and inclusive environments.</p>	<p><b>Sustainability:</b> Strengthen education systems to sustain quality education for future generations of children.</p>	<p><b>Scale:</b> Accelerate access to quality education for children in marginalised rural communities.</p>
<b>Objectives</b>	<p><b>a) Deliver foundational learning:</b> <i>Ensure all children achieve minimum proficiency in literacy and numeracy.</i></p> <p><b>b) Provide high-quality teaching:</b> <i>Improve learning outcomes by providing teachers and school leaders with continuous professional development to elevate pedagogical standards.</i></p> <p><b>c) Promote equality of opportunities:</b> <i>Ensure safe and inclusive environments that inspire active learning and nurture social skills.</i></p>	<p><b>a) Partner with governments:</b> <i>Partner with local governments to secure long-term support for quality education programmes.</i></p> <p><b>b) Empower communities:</b> <i>Empower communities to own and manage schools independently through capacity-building initiatives.</i></p> <p><b>c) Strengthen governance:</b> <i>Ensure the implementation of an effective governance and accountability framework that aligns with local education systems.</i></p>	<p><b>a) Develop education infrastructure:</b> <i>Develop new schools and training centres to ensure equitable access to quality education in areas of government-recognised need.</i></p> <p><b>b) Strengthen local education:</b> <i>Empower local education systems by offering training in child-centred pedagogy and school leadership.</i></p> <p><b>c) Advocate for policy development:</b> <i>Advocate for evidence-based education policy by partnering with local government to drive systemic change.</i></p>



# Current Projects

## Core Program:

- Support ongoing schools operations of 96 active schools with 11,000 students
- Provide schools resources and materials
- Support community teachers
- Repair and maintenances (FY24: 38 schools completed)
- Support teacher training to 504 teachers (Gov, Contract, Community)
- Schools Construction
- Schools Transitions
- MEAL Activities: baseline and data collection monthly and quarterly
- Project evaluations (DPP, Transitions)
- Process of developing transition strategy





# Current Projects

## Institutional Project Funding: Girl Education (2023-2026 FCDO) and project interventions:

- WASH facility upgrades in all 96 schools
- Provide schools resources support for female students
- Inclusive lesson training for teachers
- Capacity building for mother groups and girls club in 96 schools
- Community workshop to promote Girl's right and access to inclusive education
- foundation support class and holidays class for DPP students and slow learners
- Support pathway to secondary schools for girls students

## Challenges:

- Lack of community and SMC engagement for school support
- Community and contract teachers not well trained
- Some WASH facilities not in good conditions





# School Transition Project

- Schools built and operated within 5-7 years and then transitioned
- Until now 136 schools built and 40 transitioned
- In 2024 we aimed to transition other 26 schools

## To ensure effective transitions:

- We conduct school development report quarterly
- We develop and monitor a transition plan with the schools, local and national government as well as providing capacity building for them.





**Thank You!**

**Q & A**